Intercultural Communicative Competence in the virtual education

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Annotation. *This article explores the development of Intercultural Communicative Competence (ICC) within virtual learning environments. It highlights the increasing importance of ICC in today's interconnected world and examines key theoretical frameworks that underpin its understanding. The text emphasizes the crucial role of language, not merely as a tool for communication, but as an embedded element of cultural contexts. It discusses the impact of technology, acknowledging both the challenges and opportunities presented by digital communication, including the influence of social media algorithms. The article underscores the need for a multifaceted approach to cultivating ICC in virtual learning environments, emphasizing the importance of authentic experiences, critical thinking, and ethical considerations such as digital citizenship. Ultimately, the article aims to empower learners to become effective intercultural communicators in the digital age.*

Key words: *Intercultural Communicative Competence (ICC), Virtual Learning, Online Education, Digital Communication, Language Learning, Cultural Diversity, Global Citizenship, Technology Enhanced Learning, Cross-cultural Communication, Linguistic Diversity, Cultural Awareness, Critical Thinking.*

Virtual ta'limda madaniyatlararo muloqot ko'nikmasi

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Annotatsiya. *Ushbu maqolada virtual o'quv muhitlarida Madaniyaro Muloqot Kompetensiyasining (MOK) rivojlanishi o'rganilgan. Zamonaviy o'zaro bog'liq dunyoda MOKning ortib borayotgan ahamiyati ta'kidlanib, uni tushunish uchun asos bo'lgan asosiy nazariyaviy asoslar tahlil qilingan. Matnda tilning nafaqat aloqa vositasi, balki madaniy kontekstlarga singib ketgan element sifatida muhim roli ta'kidlangan. Bundan tashqari, ijtimoiy media algoritmlari ta'siri shu jumladan, raqamli aloqa tomonidan taqdim etilayotgan qiyinchiliklar va imkoniyatlarni tan olib, texnologiyaning ta'siri muhokama qilingan. Maqolada virtual o'quv muhitlarida MOKni rivojlantirish uchun ko'p qirrali yondashuv zarurligini ta'kidlab, haqiqiy tajribalar, tanqidiy fikrlash va raqamli fuqarolik kabi axloqiy masalalar ahamiyatini ta'kidlaydi. Oxir-oqibat, maqola o'quvchilarni raqamli davrda samarali madaniyaro muloqotchilarga aylantirishga qaratilgan.*

Kalit so'zlar*: madaniyaroqaro muloqot kompetensiyasi, virtual o'qitish, onlayn ta'lim, raqamli aloqa, til o'rganish, madaniy xilma-xillik, jahon fuqaroligi, texnologiya yordamida o'qitish, madaniyaroqaro muloqot, til xilma-xilligi, madaniy ong, tanqidiy fikrlash.*

Межкультурная Коммуникативная Компетентность в виртуальном образовании

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Аннотация. Данная статья исследует развитие межкультурной коммуникативной компетенции (МКК) в виртуальных средах обучения. В ней подчеркивается растущая важность МКК в современном взаимосвязанном мире и рассматриваются ключевые теоретические основы, лежащие в ее основе. В тексте подчеркивается решающая роль языка не только как средства коммуникации, но и как элемента, встроенного в культурные контексты. В нем обсуждается влияние технологий, признавая как проблемы, так и возможности, представленные цифровыми коммуникациями, включая влияние алгоритмов социальных сетей. В статье подчеркивается необходимость многогранного подхода к развитию МКК в виртуальных средах обучения, подчеркивая важность аутентичного опыта, критического мышления и этических соображений, таких как цифровое гражданство. В конечном счете, статья направлена на то, чтобы помочь учащимся стать эффективными межкультурными коммуникаторами в цифровую эпоху.

Ключевое слово: межкультурная коммуникативная компетенция (МКК), виртуальное обучение, онлайн-образование цифровая коммуникация, изучение языков, культурное разнообразие, глобальное гражданство, обучение с использованием технологий, межкультурная коммуникация, языковое разнообразие, культурная осведомленность, критическое мышление.

In today's interconnected world, being able to communicate effectively across cultures is no longer a desirable skill, but a necessity for personal, professional, and societal success. Virtual learning environments present a special context for the acquisition of this gestational learning critical skill, or intercultural communication (ICC). This article explores the linguistic aspects of ICC, examining key theoretical foundations, contemporary challenges, and promising practices. Early research on ICC was significantly influenced by scholars like Byram (1997), who emphasized knowledge, skills, attitudes, and critical cultural awareness as key components. Bennett's (1993) Developmental Model of Intercultural Sensitivity provided a framework for understanding the stages of intercultural development. Hofstede's (1980) Cultural Dimensions Theory highlighted the impact of cultural values on communication patterns. Vygotsky's (1978) sociocultural theory underscored the importance of social interaction and collaborative learning, crucial for developing ICC in any context, including virtual ones.

These theories emphasize the role of social interaction, collaborative learning and cultural involvement in the development of ICC. Within virtual learning environments, language is not seen only as a means of communication, but also deeply implicated in the cultural contexts. The importance of this must be recognized by introducing genuine language production, raising awareness of how language is used across different cultures, and creating opportunities for learners to experience language in its sociocultural context. For example, examining the employment of emojis/emoticons in different cultures can support students in learning about how differences between cultures may create miscommunications in the experience of online communication. Herring, S. C. (2003). Computer-mediated communication: Linguistic, social and cross-cultural perspectives. Technology has an also very important role in the development of ICC, which poses challenges and opportunities. Although online communication may be error-producing (because of the absence of nonverbal communication: Rourke, L., Anderson, T., Garrison, D. R., & Archer, W. (2001). Assessing social presence in asynchronous text-based computer conferences. Journal of Computer Mediated Communication, 6(1), digital technologies (for example, video conferencing, instantaneous live translation software (Warschauer, M., & Meskill, C. (2000). Technology and second language learning. Annual Review of Applied Linguistics, 20(1), 39-56), and AI-based language learning software have the potential to enable intercultural communication, as well as remove language barriers. Investigating the role of social media algorithms in shaping cultural perceptions and potentially amplifying cultural stereotypes. (Bucher, T., & Leander, K. (2016). Algorithmic culture.

MIT Press.) One of the current trends in ICC is critical intercultural communication, which highlights the power structures and social power imbalances that influence intercultural communication, as well as digital intercultural communication, which considers the specific challenges coming with the digital media. To cultivate ICC in virtual learning environments, educators can create authentic intercultural experiences through virtual exchanges, collaborative projects, and the use of authentic materials. Fostering critical thinking and reflection through online discussions, reflective journals, and critical analysis of online content can also help learners develop empathy and challenge their own assumptions. Moreover, the acquisition of communication skills through role-playing exercises, simulation works, and information technology can afford learners with chances to put intercultural communication skills into practice in an accident-proof and friendly context. Specifically, the ethical concerns, namely, digital citizenship, online safety and responsible ICT use, need to be considered in the context of virtual learning.

In conclusion, improving ICC in the digital age requires a multifaceted approach that considers the linguistic, cultural, and technological dimensions of intercultural communication. By leveraging the potential of virtual learning environments while addressing the inherent challenges, educators can empower learners to become effective communicators, critical thinkers, and global citizens in an increasingly interconnected world. Online discussions, reflective journals, and critical analysis of online content encourage learners to analyze cultural perspectives, challenge their own assumptions, and develop empathy. Role-playing activities, simulations, and the use of online communication tools (e.g., video conferencing, chat, email) provide opportunities to practice intercultural communication skills in a safe and supportive environment.

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